



# Park Hall Junior Academy

## Behaviour and Discipline Policy

**Date of Review:** April 2025

# **PARK HALL JUNIOR ACADEMY**

## **Behaviour and Discipline Policy**

All behaviour at Park Hall Junior Academy is encompassed by the word PROUD. Each letter stands for a word that covers specific behaviours. It is used on a daily basis by all staff and children to refer to behaviour and to remind children of school expectations (See Appendix 1).

### **1 Aims and Expectations**

**1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

**1.2** The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

**1.3** The school expects every member of the school community to behave in a considerate way towards others.

**1.4** We treat all children fairly and apply this behaviour policy in a consistent way.

**1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

**1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **PURPOSES and ROLES**

### **2 Rewards and punishments**

- 2.1** We praise and reward children for good behaviour in a variety of ways:
- teachers congratulate children;
  - teachers give children house points;
  - we use the Good to be Green system to reward children either behaviour and attitude towards learning, or to acknowledge outstanding effort or acts of kindness in school;
  - children earn half-termly Golden Time;

The school acknowledges all the efforts and achievements of children, both in and out of school through reward systems.

**2.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task in break, lunchtime or at home.
- If a child is disruptive in class, the teacher follows the Good to be Green system (See Appendix 2). If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

**2.4** The class teacher discusses the school rules with each class. In addition to the school rules, each year group also has a PROUD display which demonstrates the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during a 'circle time' or assembly session.

**2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying; we do everything in our power to ensure that all children attend school, feeling safe.

**2.6** All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with guidelines on the restraint of children.

### **3 The role of the class teacher and support staff**

**3.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

**3.2** All adults in school in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

**3.3** All adults treat each child fairly and enforce the classroom code consistently. Adults treats all children with respect and understanding. Sarcasm, ridicule and 'put downs' should never be used.

**3.4** If a child misbehaves repeatedly in class, the class teacher uses the behaviour flowchart (see Appendix 2). In the first instance, the class teacher leads with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from YGL/SYGL/SLT.

**3.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

**3.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **4 The role of head of school (HOS) or executive head teacher (EHT)**

**4.1** It is the responsibility of the head of school to implement the school behaviour policy consistently throughout the school, and to report to Trustees, when requested, on the effectiveness of the policy. It is also the responsibility of the HOS or EHT to ensure the health, safety and welfare of all children in the school.

**4.2** The HOS/EHT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

**4.3** The HOS/EHT ensures all records are up to date on CPOMs.

**4.4** The EHT has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the executive head teacher may permanently exclude a child. Both these actions are only taken after the school Trustees have been notified.

#### **5 The role of parents**

**5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

**5.2** We explain the school rules in the school prospectus, and we expect parents to read these and be supportive of them.

**5.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

**5.4** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher then the Year Group Leader in the first instance. This may escalate to Senior Year Group Leader or HOS/EHT if the concern is not resolved. Should the concern remain, they should contact the school Trustees.

#### **6 The role of Trustees**

**6.1** Trustees have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Trustees support the head of school and the executive head teacher in carrying out these guidelines.

**6.2** The executive head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Trustees may give advice to the executive head teacher about particular disciplinary issues. The executive head teacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

**7.1** Only the executive head teacher (or the acting head teacher) has the power to exclude a pupil from school. The executive head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The executive head teacher may also exclude a pupil permanently. It is also possible for the executive head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

**7.2** If the executive head teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the executive head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

**7.3** The head of school informs the local authority and the Trustees about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

**7.4** The Trustees cannot either exclude a pupil or extend the exclusion period made by the executive head teacher.

**7.5** The Trustees have a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals.

**7.6** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated.

**7.7** If the appeals panel decides that a pupil should be reinstated, the executive head teacher must comply with this ruling.

## **8 Monitoring**

**8.1** The HOS monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**8.2** The school keeps records of incidents of misbehaviour. The class teacher records behaviour weekly. If a child is being monitored for behaviour, the class teacher will record the number and the nature of incidents in more detail. All Yellow and Red cards are recorded on CPOMS. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

**8.3** The head of school and the executive head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Trustees to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **9 Guidelines**

In most situations individual members of staff will be able to deal with any discipline and behaviour issues. However persistent or serious issues should be referred to in the following order -

- The class teacher
- YGL

- SLT
- Head of School
- Executive Head Teacher

Where a child's behaviour persistently causes concern the child may be put 'on report'. The report supports the child by focusing on one issue, which is monitored on a regular basis. A member of staff and SLT may be involved in this, as well as the parents, but ultimately the child should be responsible for his or her monitoring.

Last Reviewed: April 2024

Signed: \_\_\_\_\_ (Head of School)

Signed: \_\_\_\_\_ (Chair of Governors)

## Appendix 1 –PROUD

Park Hall school expectations include but are not limited to the below examples of behaviours which can be recognised as part of being PROUD to be at Park Hall Junior Academy.

### **CHILDREN AT PARK HALL ARE 'PROUD'**

#### **PEOPLE**

We are kind to people

We look after people

We tell people if something is worrying us

We respect people's personal space; we keep our hands and feet to ourselves.

#### **RESPECT**

We respect each other

We respect all staff in school

We respect each others' faiths

We respect school equipment

We respect each others' opinions

#### **OWNERSHIP**

We take ownership of our own learning

We take ownership of our decisions

We take ownership of our mistakes; we don't tell lies or make excuses.

We take ownership for looking after school resources

#### **UNIQUE**

We know what makes us unique

We celebrate our own and others' unique qualities

#### **DETERMINATION**

We are determined to do our best work at all times

We are determined to succeed

We are determining to not give up; we show perseverance and resilience

Appendix 2

